

MARKING SCHEMES

This document was prepared for makers' reference. It should not be regarded as a set of model answers. Candidates and teachers who were not involved in the marking process are advised to interpret its content with care.

Paper 1 (Reading)

Part A (compulsory section)

1. i) 6 [84]
ii) 3 [89]
 2. i) 9 [38]
ii) 4 [81]
iii) 2 [82]
iv) 5 [72]
 3. B [84]
 4. C [73]
 5. knocking on wood // (keeping a) rabbit's foot // lucky charm
(* eliciting help from a tree god // paintings on door during Spring Festival // any examples of superstition from Text 1) [89]
 6. i) T [56]
ii) F [68]
iii) NG [72]
 7. people want to control their destiny (by warding off bad luck while enhancing the good) // people are looking for an effective way of improving the good fortune in their lives (for many centuries) // people thought luck was a strange force that could only be controlled by magical rituals and bizarre behaviour
(* outdated and incorrect thinking makes superstition magical to improve good) [78]
 8. D [50]
 9. he thinks superstitions are outdated / irrational / unscientific // he doesn't think superstitions work / trust superstitions // he's skeptical // luck is not a magical ability or the result of random chances
(* luck) [44]
 10. A [49]
 11. C [70]
 12. i) to examine why (some) people consistently encounter chance opportunities (whereas others do not) [62]
ii) questionnaire [76]
iii) newspaper [83]
iv) (how many) photo(graph)s (were in the newspaper) // the number of photo(graph)s / pictures (in the newspaper) [79]
v) message (contained on the second page) // text [52]
vi) finish faster // get / spot / see / find the message / it // get the answer faster / in (a few seconds)
(* count the number of photos faster / in seconds) [41]
vii) they were less tense / anxious // they were more skilled / better at creating and noticing chance opportunities [44]
- OR
- vi) notice the unexpected // create / notice chance opportunities...vii) their thoughts and behaviour are responsible for much of their fortune

13. (the principle of) how / the way lucky and unlucky people deal(t) with ill fortune in their lives // counterfactual thinking (is often associated with perceptions of luck) (✗ ill fortune in their lives // it illustrates a lucky life is not just about noticing chance opportunities) [34]
14. i) bronze (medal winners) [66]
 ii) if they had performed slightly worse they would not have won any medal // they think it would be better to have a medal than no medal // they are satisfied / happy they won a medal // they think counterfactually [41]
15. (scientific) research // 'my' / his / Wiseman's research / work // radically new way of looking at luck // (✗ luck // the role that luck plays in our lives) [60]
16. i) change the way we think and behave / our thoughts and behavior // thinking more positively [20]
 ii) move away from a magical way of thinking // (encourage people to) move towards a more rational view of luck [77]
 iii) use science and skepticism (to increase the level of luck, happiness and success in people's lives) // debunk superstitious thinking / behaviour [72]
17. i) D [41]
 ii) B [58]
 iii) C [63]
 iv) B [76]
 v) D [36]
 vi) A [55]
18. i) X
 ii) 2 [69]
 iii) 4 [30]
 iv) 1 [62]
 v) 3 [69]
- } in any order

Part B1 (easier section)

19. i) F [75]
 ii) T [73]
 iii) T [61]
 iv) NG [60]
20. the food was tasty / mouthwatering // the food usually is gone / sold quickly because it tastes so good / is so popular // hard to meet the food truck [35]
21. (Fred's great pork) sandwich (✗ homemade French fries) [37]
22. i) blank
 ii) ✓ [82]
 iii) ✓ [53]
 iv) blank
23. alfresco (dining) (✗ spectacular) [58]
24. as early as possible // soon [21]
25. C [44]
26. (in the) West // Western countries // (on the streets of many) cities in the West [37]
27. food hawkers [78]
28. food trucks [34]

29. i) fill the same niche // competition with hawkers // harm hawkers // impact on long-standing culinary tradition [28]
 ii) (Hong Kong is a small city) land is expensive / scarce // difficult to find suitable / affordable locations (to do business) [61]
 iii) traffic (is busy) // (could make) congestion (worse than it is already) [63]
 iv) hygiene (issue) // (would have to) discharge waste (water) in the street [60]
30. D [60]
31. conduct (feasibility) studies / research // protect / consider the harm to hawkers // consider the effect of food trucks on Hong Kong / hawkers [60]
32. i) (food) hawkers [49]
 ii) tradition / history [48]
 iii) unique [28]
 iv) tourists // people [66]
33. D [48]
34. food hawkers have moved indoors / in food courts // no longer eating outside in dirty streets
 (* problems were solved) [25]
35. C [47]
36. Tai Po Industrial Estate (* some vans selling lunch boxes) [32]
37. A [43]
38. C [59]
39. Hong Kongers / young people would be seen as trendy and stylish // eating food truck food would be considered trendy and stylish
 (* food trucks would be seen as trendy and stylish // it is very convenient) [21]
40. i) issue(d) [15]
 ii) die(s) / retire(s) [5]
 iii) expires // will expire [16]
41. B [38]
42. it is not worse than street stalls selling other snacks // critics are exaggerating the problem (that these vehicles could bring to the city's streets) // (not a problem because) hawkers / stalls (selling fish balls) already exist / operate in similar conditions [12]
43. people who don't like / are against food trucks // people who are concerned about hygiene / congestion // critics // (people like) Chris Wong // [20]
44. A [39]
45. i) are very / more convenient // offer a cheaper alternative to restaurants // cheaper than restaurants // deliver / cater / sell good quality food (at affordable prices) [33]
 ii) offer a variety / different dishes / wider range of culinary options
 (* able to cater to the demands of the city's very demanding diners) [13]
46. i) 5 [39]
 ii) 7 [51]
 iii) X
 iv) 6 [50]

Part B2 (more difficult section)

47. nightmare [80]
48. to show / prove / tell readers...
 how much / ferocious the competition was // the difficulty/challenges of the food truck business // that Mexicue struggled to find good parking spots // how difficult it was to secure a solid location // that they struggled to find good parking spots [48]
49. (David) Schillace and (Thomas) Kelly // the owners / partners / co-founders (of the food truck) [59]
50. B [78]

51. Reasons for opening the food truck

- cheaper / cost less money (than opening a restaurant) // cost less than \$100,000 [76]
- lower risk / higher chance of success (than opening a restaurant) // small initial investment needed (2 marks) [71]
- allowed them to test concept without having to spend hundreds of thousands of dollars *any two, in any order*
- business model looked attractive
- chance to earn a lot of money // could make \$2000-\$3000 on a good day

Reasons for the company's initial success

- early adopters // got in early into the market [47]
- good parking spots // it was parked around skyscrapers where exists many customers (2 marks) [26]
- less competition *any two, in any order*
- (New York) city was hungry for refined street food / willing to pay higher prices to reward culinary entrepreneurs

Challenges faced by the company

- competition (is ferocious) [75]
- finding good parking spots (3 marks) [71]
- (New York) police (Department) handing out tickets // ticket-issuing cops *any three, in any order* [66]
- crackdown by regulators
- inclement weather

Changes made to the company's operations

- open a restaurant / (their first brick-and-mortar) store (2 marks) [62]
- used the truck as a billboard / advertisement / as their brand and image *any two, in any order* [20]
- the truck now serves food at festivals, corporate events and even weddings

52. i) the overall trend of food trucks is ridiculous and morally reprehensible [46]
- ii) (media) treating food trucks as a new form of cuisine // as some breakthrough invention (when they are nothing more than a way to deliver food to consumers) [21]

53. i) food trucks are an outdoor version of food courts / are grouped together in parking lots (instead of in a shopping mall food court) [58]
 ii) food trucks have a (more) limited menu (than restaurants/traditional eateries) // restaurants have / offer more variety in their menu [38]
54. foodwise [53]
55. C [71]
56. ~~X~~A [86]
57. they are afraid to go to (the) ethnic restaurants(in) / diverse neighbourhoods [66]
58. when they bring quality dining / food (selections) to places where it is pedestrian-unfriendly // bring food to buildings where there is nothing within walking distance [59]
59. selling the same / similar food // pizzerias already exist // there are (rent-paying) pizzerias near the food trucks which serve pizzas // there is no need for a food truck [15]
60. they are low-skilled / not skilled // not good enough / qualified to run a restaurant // not real chefs [33]
61. A [60]
62. small wonder (x clearly) [41]
63. food trucks can drive away (and disappear / before its customers expire) [51]
64. ~~X~~D [41]
65. i) F [60]
 ii) T [80]
 iii) NG [82]
66. C [44]
67. she is (joking about being) brave to try the food (from a food truck) / ethnic food / Ethiopian food // she is joking / mocking about the quality / dangers of food from food trucks
 (x As the Economist went to press, it had not yet killed her // the food is bad / low quality) [2]
68. injera (with tilapia) // Ethiopian food // the nosh // the food from the truck [27]
69. B [24]
70. ~~X~~B [51]
71. they carry / transport cockroaches // they are dirty / filthy // not enough inspections and therefore there are cockroaches // poor / low hygiene [42]
72. not letting (food trucks) operate on streets // only allowing food trucks in parks and parking lots (and not in the streets) // allowing food trucks in parks and parking lots but not in the streets [29]
73. legal wrangling // to protect (the immobile) restaurant (trade) // arguments / debate in Alexandra City Council [46]
74. She wants her readers to think (seriously) about her argument / consider her point of view / to think twice about not supporting food trucks [13]
75. i) Text 10 [51]
 ii) X
 iii) Text 9 [55]
 iv) Text 8 [67]

Note: Figures in square brackets represent the percentage of candidates awarded a point for the item. Points within this { bracket can be in any order.

Paper 2 (Writing)

Marks	Content (C)	Language (L)	Organization (O)
7	<ul style="list-style-type: none"> • Content entirely fulfils the requirements of the question • Totally relevant • All ideas are well developed/supported • Creativity and imagination are shown when appropriate • Shows a high awareness of audience 	<ul style="list-style-type: none"> • Very wide range of accurate sentence structures, with a good grasp of more complex structures • Grammar accurate with only very minor slips • Vocabulary well-chosen and often used appropriately to express subtleties of meaning • Spelling and punctuation are almost entirely correct • Register, tone and style are entirely appropriate to the genre and text-type 	<ul style="list-style-type: none"> • Text is organized extremely effectively, with logical development of ideas • Cohesion in most parts of the text is very clear • Cohesive ties throughout the text are sophisticated • Overall structure is coherent, extremely sophisticated and entirely appropriate to the genre and text-type
6	<ul style="list-style-type: none"> • Content fulfils the requirements of the question • Almost totally relevant • Most ideas are well developed/supported • Creativity and imagination are shown when appropriate • Shows general awareness of audience 	<ul style="list-style-type: none"> • Wide range of accurate sentence structures with a good grasp of simple and complex sentences • Grammar mainly accurate with occasional common errors that do not affect overall clarity • Vocabulary is wide, with many examples of more sophisticated lexis • Spelling and punctuation are mostly correct • Register, tone and style are appropriate to the genre and text-type 	<ul style="list-style-type: none"> • Text is organized effectively, with logical development of ideas • Cohesion in most parts of the text is clear • Strong cohesive ties through out the text • Overall structure is coherent, sophisticated and appropriate to the genre and text-type
5	<ul style="list-style-type: none"> • Content addresses the requirements of the question adequately • Mostly relevant • Some ideas are well developed/supported • Creativity and imagination are shown in most parts when appropriate • Shows some awareness of audience 	<ul style="list-style-type: none"> • A range of accurate sentence structures with some attempts to use more complex sentences • Grammatical errors occur in more complex structures but overall clarity not affected • Vocabulary is moderately wide and used appropriately • Spelling and punctuation are sufficiently accurate to convey meaning • Register, tone and style are mostly appropriate to the genre and text-type 	<ul style="list-style-type: none"> • Text is mostly organized effectively, with logical development of ideas • Cohesion in most parts of the text is clear • Sound cohesive ties throughout the text • Overall structure is coherent and appropriate to the genre and text-type
4	<ul style="list-style-type: none"> • Content just satisfies the requirements of the question • Relevant ideas but may show some gaps or redundant information • Some ideas but not well developed • Some evidence of creativity and imagination • Shows occasional awareness of audience 	<ul style="list-style-type: none"> • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature • Grammatical errors sometimes affect meaning • Common vocabulary is generally appropriate • Most common words are spelt correctly, with basic punctuation being accurate • There is some evidence of register, tone and style appropriate to the genre and text-type 	<ul style="list-style-type: none"> • Parts of the text have clearly defined topics • Cohesion in some parts of the text is clear • Some cohesive ties in some parts of the text • Overall structure is mostly coherent and appropriate to the genre and text-type

Marks	Content (C)	Language (L)	Organization (O)
3	<ul style="list-style-type: none"> • Content partially satisfies the requirements of the question • Some relevant ideas but shows gaps in candidates' understanding of the topic • Ideas not developed with possible repetition • Does not orient reader effectively to the topic 	<ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences • Grammatical errors often affect meaning • Simple vocabulary is appropriate • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate 	<ul style="list-style-type: none"> • Parts of the text are generally defined • Some simple cohesive ties used in some parts of the text but cohesion is sometimes fuzzy • A limited range of cohesive devices are used appropriately
2	<ul style="list-style-type: none"> • Content shows very limited attempts to fulfil the requirements of the question • Intermittently relevant; ideas may be repetitive • Some ideas but few are developed • Ideas may include misconception of the task or some inaccurate information • Very limited awareness of audience 	<ul style="list-style-type: none"> • Some short simple sentences accurately structured • Grammatical errors frequently obscure meaning • Very simple vocabulary of limited range often based on the prompt(s) • A few words are spelt correctly with basic punctuation being occasionally accurate 	<ul style="list-style-type: none"> • Parts of the text reflect some attempts to organize topics • Some use of cohesive devices to link ideas
1	<ul style="list-style-type: none"> • Content inadequate and heavily based on the task prompt(s) • A few ideas but none developed • Some points/ ideas are copied from the task prompt or the reading texts • Almost total lack of awareness of audience 	<ul style="list-style-type: none"> • Multiple errors in sentence structures, spelling and/or word usage, which make understanding impossible 	<ul style="list-style-type: none"> • Some attempt to organize the text • Very limited use of cohesive devices to link ideas
0	<ul style="list-style-type: none"> • Totally inadequate • Totally irrelevant or memorized • All ideas are copied from the task prompt or the reading texts • No awareness of audience 	<ul style="list-style-type: none"> • Not enough language to assess 	<ul style="list-style-type: none"> • Mainly disconnected words, short note-like phrases or incomplete sentences • Cohesive devices almost entirely absent

Note for Paper 2 Part B: If content is off-topic, candidates should not be awarded more than 3 marks in each of the other domains.

Paper 3 (Listening and Integrated Skills)

Part A (compulsory section)

Task 1 (15 marks)

1. Ping Pong [43]
2. 1972 [97]
3. Teen Queen 4 [57]
4. 2016 / this year [84]
5. not open / closed on Wednesday(s) / today [65]
6. Railway Museum [47]
7. ride / go on an old train [42]
8. (it's) boring (for mother and daughter) [86]
9. expensive // cost too much // \$250 is too much [78]
10. yes [95]
11. no [97]
12. yes [94]
13. open later (today) [57]
14. free on Wednesday(s) / today for school children / students / Angela [32]
15. interesting for all of them / the whole family / the Chau family [35]

Task 2 (16 marks)

16. Japan [71]
17. fantasy [51]
18. superheroes [84]
19. real life [78]
20. school life [77]
21. Electric Road [53]
22. (much) better / more choice (of books) [49]
23. problems teenagers / teens have [63]
24. arguing with parents [39]
25. 1980s [51]
26. ugly [68]
27. many different designs // collectible [79]
28. big rubber ball [57]
29. sit on it (and) jump around [52]
30. (have a) race [55]
31. (have a) fight [67]

Task 3 (16 marks)

32.	(a lot of) wasted energy // a waste of energy	[43]
33.	7,000 footsteps per / a / day	[47]
34.	electrical discs / disks	[35]
35.	pressure	[37]
36.	the outside of your shoes	[57]
37.	basketball	[58]
38.	mobile / cell phone	[66]
39.	power a light	[52]
40.	A, B	[55]
41.	couldn't hear	[52]
42.	was often late for work (and almost lost his job)	[40]
43.	peppermint	[21]
44.	blows air / smell	[10]
45.	in a good mood	[49]
46.	(feeling) refreshed	[15]
47.	C	[75]

Task 4 (11 marks)

{	48.	Photo (on someone's wall or a restaurant)	[60]
{	49.	Hear his name in (pop) song // lyrics of a (pop) song	[64]
{	50.	Died young / at the age of 24 // His good looks never faded	[81]
{	51.	Died tragically / in a car crash	[44]
	52.	For doing the stunts too / so quickly // For being too / so quick at the stunts	[29]
	53.	Showed problems faced by teenagers (in the 1950s) for the first time	[40]
	54.	Sons and / or daughters of main characters // Small / supporting roles	[43]
	55.	To show main / adult characters were happily married (and had happy family)	[19]
{	56.	Large number of movies about teenagers (began to be) made (in USA)	[30]
{	57.	Movies about teenagers made in different countries / all over the world	[29]
{	58.	Teenagers targeted as audience (by film industry) / became the target audience	[42]

Note: Figures in square brackets represent the percentage of candidates awarded a point for the item. Points within this { bracket can be in any order.

Part B1 (easier section)**Task 5 (18 marks)****Task Completion = 16 marks**

Note to markers: candidates must place the information in the correct section to be awarded a point.

		DF page reference
	Heading	
5.1a	An excellent day out	5
5.1b	The Hong Kong Review	5
	Talks	
5.2a	Farming in the New Territories	3*
5.2b	(presented / talk by) Dr Jack Jones (from the Social History Museum)	3* / 6
5.2c	<u>changes</u> in the (traditional) way of life on farms in the New Territories (since the 1980s)	6
5.2d	(Wednesday) 13 th April 8 – 9pm	3*
	Household of the 1980s	
5.3a	TV Lounge	5
5.3b	watch old TV programmes / TV programmes from 1980s / the past	5
5.3c	play old computer games (on a Spectrum) // play around on an old computer / a Spectrum	5
5.3d	The bathroom	6
5.3e	smell (different) soaps	6
5.3f	taste / try toothpaste	6
	Directions	
5.4a	South Point MTR station	3* / 5
5.4b	Exit A	3*
5.4c	go straight up Reid Street	3*
5.4d	2-minute walk // 2 minutes	3*

* Information from page 3 of the Data File is from the tapescript

Task 5: Language = 2 marks

Marks	Accuracy
2	<ul style="list-style-type: none">• Simple and more complex phrases are generally accurately constructed.• Generally understandable though may be some minor errors.• Most common words are spelt correctly.
1	<ul style="list-style-type: none">• Simple phrases are generally accurate.• Grammatical errors sometimes affect understanding.• Spelling of simple words is correct, more complex ones not.
0	<ul style="list-style-type: none">• Multiple errors throughout, spelling and/or word usage which make understanding impossible. OR <ul style="list-style-type: none">• Not enough evidence in candidate's work to be able to award '1', possibly due to the candidate copying everything verbatim from the Data File.

Language marks will tend to be based on:

- Manipulation of Data File language in Section 5.3
- The construction of sentences in Section 5.4
- The presence or absence of superfluous parts of the Data file in all items.

Task 6 (18 marks)**Task Completion = 9 marks**

		DF page reference
6.1a	new name of café – Spandau Café	7 / 8
6.2a	has been / will be moved from ground floor to rooftop	7
6.2b	(ground floor is) too close to the road and dangerous for children	7
6.2c	because of noise and air pollution (from traffic) (on the ground floor)	7
6.3a	dining area completed	8
6.3b	café kitchen completed by / on 16 th April / 70% complete	8
6.3c	tables and chairs (made and) delivered on 27 April	6
6.4a	work on children's play area not started yet / will start after kitchen completed / will be completed by/on 30 April	8
6.4b	children's play area will have swings and kids' climbing wall	7 / 8

Task 6: Language = 5 marks

Marks	Language
5	<p>Data File Manipulation Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
4	<p>Data File Manipulation Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
3	<p>Data File Manipulation Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
2	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken verbatim from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
1	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken verbatim from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.
0	<ul style="list-style-type: none"> • Writing characterised by being a series of chunks taken verbatim from the Data File. • Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 6: Coherence and Organisation = 2 marks

Marks	Coherence and Organisation
2	<ul style="list-style-type: none">• Overall coherence of text very good with a clear focus on task throughout.• Relations between main points and supporting points always clear.• Strong cohesive ties used to enhance coherence when necessary.
1	<ul style="list-style-type: none">• Overall coherence of text is reasonable with a reasonably clear focus on task throughout.• The relations between main points and supporting points generally clear.• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	<ul style="list-style-type: none">• Overall coherence of text is weak.• Supporting details generally not clearly related to main points.• Cohesive ties used contribute little to the coherence of the text. OR <ul style="list-style-type: none">• Not enough evidence in candidate's work to be able to award '1'.

Task 6: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none">• Register, tone and style generally appropriate through manipulation of parts of Data File and own language.• The candidate has produced a text appropriate for task.
1	<ul style="list-style-type: none">• Register, tone and style reasonably appropriate to the text through some manipulation of parts of Data File and through own language.• Tone may be inconsistent due to parts being copied verbatim from the Data File.
0	<ul style="list-style-type: none">• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.• The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.

It is an internal report for the director of the museum. It should therefore be quite formal and concise.

It may be in the form of a traditional report. An email report is also appropriate.

The use of headings and bullet points would also be appropriate.

Inappropriate material may include:

- Copying directly from the Howard / Gau email exchange, which is quite informal and personal.
- Directly copying whole sentences from the minutes of the meeting.
- A text that is stylistically more like an essay.

Task 7 (18 marks)

Task Completion = 9 marks

		DF page reference
7.1a	three part-time student assistants positions	6
7.1b	July to August work 4 days a week	6
7.1c	work 4 hours each day	9
7.1d	paid HK\$38 an hour	6
7.1e	main duties - assist visitors, clean the museum items on display	9
7.1f	work in café when it is busy	6
7.2a	experience everyday / ordinary life in the past // see things that people used in the past	3*
7.2b	can see old furniture / clothes / telephones / computers / Spectrum (computer)	3*
7.3a	(pupils said) taught them / learnt teamwork // will teach them / learnt teamwork	9
7.3b	(pupils said) better communicator / improved communication skills // will improve communication skills	9

* Information from page 3 of the Data File is from the tapescript

Mark Allocation Grid

Note to markers: The table below indicates the number of marks to be awarded for each section of the task.

Section	No. of correct points	Mark to be awarded
7.1	5-6	5
	4	4
	3	3
	2	2
	1	1
	0	0
7.2	2	2
	1	1
	0	0
7.3	2	2
	1	1
	0	0

Task 7: Language = 5 marks

Marks	Language
5	<p>Data File Manipulation Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
4	<p>Data File Manipulation Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
3	<p>Data File Manipulation Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
2	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken verbatim from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
1	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken verbatim from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.
0	<ul style="list-style-type: none"> • Writing characterised by being a series of chunks taken verbatim from the Data File. • Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 7: Coherence and Organisation = 2 marks

Marks	Coherence and Organisation
2	<ul style="list-style-type: none">• Overall coherence of text very good with a clear focus on task throughout.• Relations between main points and supporting points always clear.• Strong cohesive ties used to enhance coherence when necessary.
1	<ul style="list-style-type: none">• Overall coherence of text is reasonable with a reasonably clear focus on task throughout.• The relations between main points and supporting points generally clear.• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	<ul style="list-style-type: none">• Overall coherence of text is weak.• Supporting details generally not clearly related to main points.• Cohesive ties used contribute little to the coherence of the text. OR <ul style="list-style-type: none">• Not enough evidence in candidate's work to be able to award '1'.

Task 7: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none">• Register, tone and style generally appropriate through manipulation of parts of Data File and own language.• The candidate has produced a text appropriate for task. with a consistent awareness of role and audience.
1	<ul style="list-style-type: none">• Register, tone and style reasonably appropriate to the text through some manipulation of parts of Data File and through own language.• Tone may be inconsistent due to parts being copied verbatim from the Data File.
0	<ul style="list-style-type: none">• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.• The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.• Shows little or no awareness of role and audience.

It is an external letter to a representative of a school and therefore should be quite formal.

The tone should be polite but also persuasive to convince Ms. Pollitti that it is a good scheme for her pupils.

Inappropriate material may include:

- Quoting parts of the minutes of an internal meeting and who said what.
- Directly quoting the feedback from the previous year's assistants.
- Informal opening or closing of letter.

Part B2 (more difficult section)

Task 8 (18 marks)

Task Completion = 9 marks

		DF page reference
	<i>Why?</i>	
8.1a	plough is part of the exhibition about farming in the New Territories	3*
8.1b	only wood and iron plough undamaged / in perfect condition (in the world) from the 18 th Century	3*
	<i>The plough at the museum</i>	
8.2a	under glass cover (to protect it from visitors)	5
8.2b	staff will be trained to handle the plough	5
8.2c	insured while transported and displayed	4
	<i>Transporting the plough</i>	
8.3a	will transport it to and from museum free of charge // costs will be paid by museum	4
8.3b	movers will be professional / trained	4
	<i>Taking photo of the plough</i>	
8.4a	permission to photograph the plough	4
8.4b	use photos in new museum posters	4

* Information from page 3 of the Data File is from the tapescript

Task 8: Language = 5 marks

Marks	Language
5	<p>Data File Manipulation Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	<p>Data File Manipulation Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	<p>Data File Manipulation Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	<p>Data File Manipulation Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 8: Coherence and Organisation = 2 marks

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> • Overall coherence of text is very good. • It is clearly on topic and congruent with the subject. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	<ul style="list-style-type: none"> • Overall coherence of text is reasonable. • It is generally on topic and congruent with the subject. • Relations between main points and supporting points generally clear. • Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	<ul style="list-style-type: none"> • Overall coherence of text is weak. • It is mostly off topic and not clearly congruent with the subject. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Subject line: Should cohere with both internally, i.e. with the candidate's subsequent text and externally, i.e. with Ms. Ip's email. Minimally it should include a reference to the plough e.g. 'Re: Chang Yee Tak Plough', 'Your enquiry about the Chang Yee Tak Plough' etc.

Task 8: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> • Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language. • Consistently demonstrates audience awareness.
1	<ul style="list-style-type: none"> • Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language. • The tone may be inconsistent.
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

Key appropriacy areas include (but are not limited to):

The tone should be polite, business-like but also persuasive.

It is an email external to the museum to a representative of another organisation.

The representative (Ms. Ip) is not an acquaintance of the candidate.

We would expect:

- A salutation such as 'Dear Ms Ip' and a reasonably formal closing 'Best regards' etc.
- As an opening, some sort of acknowledgement of Ms. Ip's email. e.g. 'Thank you for your email...'
- As a closing, some sort of hope of future correspondence, such as 'I look forward to your reply regarding these issues'.

Task 9 (18 marks)

Task Completion = 9 marks

		DF page reference
	<i>How Wang Chung farmhouse was found</i>	
9.1a	farmhouse found / rediscovered in Wang Chung reservoir	3*
9.1b	historic low water levels uncovered the farmhouse	7
9.1c	rebuilt (brick by brick) in (Social History) museum in 2015	3*
	<i>Interesting facts about Wang Chung Village</i>	
9.2a	disappeared when reservoir built in 1990	3*
9.2b	(famous for) "S" – shaped rice fields / terraces	8
9.2c	expensive / luxury (pearl) rice (from the village) sold to people from all over China	8
9.2d	(famous for) Pineapple Festival	3*
9.2e	during festival pineapples were offered to the god of farming	3*
	<i>Story of the cupboard</i>	
9.3a	great flood in 1983 caused by Typhoon Ellen	9
9.3b	two sisters / girls saved by cupboard (by floating on it) (for two days)	9
9.3c	they carved prayer to Guanyin on left door of cupboard	7/8/9

* Information from page 3 of the Data File is from the tapescript

Mark Allocation Grid

Note to markers: The table below indicates the number of marks to be awarded for each section of the task.

Section	No. of correct points	Mark to be awarded
9.1	3	3
	2	2
	1	1
	0	0
9.2	5	3
	3-4	2
	1-2	1
	0	0
9.3	3	3
	2	2
	1	1
	0	0

Task 9: Language = 5 marks

Marks	Language
5	<p>Data File Manipulation Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	<p>Data File Manipulation Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	<p>Data File Manipulation Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	<p>Data File Manipulation Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 9: Coherence and Organisation = 2 marks

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> • Overall coherence of text is very good. • It is clearly on topic and congruent with subject. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	<ul style="list-style-type: none"> • Overall coherence of text is reasonable. • It is generally on topic and congruent with the subject. • Relations between main points and supporting points generally clear. • Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	<ul style="list-style-type: none"> • Overall coherence of text is weak. • It is mostly off topic and not clearly congruent with the subject. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 9: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> • Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language. • Consistently demonstrates audience awareness.
1	<ul style="list-style-type: none"> • Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language. • The tone may be inconsistent.
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

Key appropriacy areas include (but are not limited to):

The purpose of the text is to introduce and provoke interest in the farmhouse in the reader. Candidates may approach this by writing an introduction as if for a more 'traditional' museum, i.e. in a quite factual 'serious' style or in a more interactive style, particularly if they envisage the audience as being prospective teenage visitors.

The text may include an ending encouraging or welcoming the reader to come to the museum to find out more.

Inappropriate material may:

- Be in the style of an academic essay
- Change radically in style due to extensive copying from the different Data File sources.

Task 10 (18 marks)

Task Completion = 9 marks

		DF page reference
10.1a	Problem smoking in toilets	5
10.1b	Specific Incident on 4th April (13) visitors smoking in toilets and set off alarm	5
10.1c	caused evacuation of building	5
10.1d	Recommendations play announcement in toilet when door is opened	7
10.2a	Problem (bored) school children injure themselves // safety of (museum) for school children // not enough staff helping teachers / school groups	10
10.2b	Specific incident girl fell off plastic ox and broke arm	10
10.2c	Recommendations provide assistance to school groups by full-time staff (only)	5 /10
10.2d	provide worksheets written by part-time staff to children	5
10.3a	Problem visitors getting lost // inadequate signage	10
10.3b	Specific Incident school group lost in basement (at closing time)	10
10.3c	Recommendations bigger writing on signs	9
10.3d	signs should be more eye-catching/colourful	9

Mark Allocation Grid

Note to markers: The table below indicates the number of marks to be awarded for each section of the task.

Section	No. of correct points	Mark to be awarded
10.1	4	3
	3	2
	1-2	1
	0	0
10.2	4	3
	3	2
	1-2	1
	0	0
10.3	4	3
	3	2
	1-2	1
	0	0

Task 10: Language = 5 marks

Marks	Language
5	<p>Data File Manipulation Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	<p>Data File Manipulation Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	<p>Data File Manipulation Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	<p>Data File Manipulation Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 10: Coherence and Organisation = 2 marks

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> • Overall coherence of text is very good. • It is clearly on topic and congruent with the headings (if present) • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	<ul style="list-style-type: none"> • Overall coherence of text is reasonable. • It is generally on topic and congruent with the headings (if present). • Relations between main points and supporting points generally clear. • Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	<ul style="list-style-type: none"> • Overall coherence of text is weak. • It is mostly off topic and not clearly congruent with the headings (if present). • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

May include brief introduction to orientate reader to upcoming content (i.e. problems and suggested solutions)

If headings are used they should clearly cohere with the section.

Good coherence / organisation will mean that clear relationships are established between an individual problem, the particular incident and the related recommendation. In contrast, in scripts with weaker coherence / organisation these relationships may be unclear.

Task 10: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> • Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language. • Consistently demonstrates audience awareness.
1	<ul style="list-style-type: none"> • Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language. • The tone may be inconsistent.
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

Key appropriacy areas include (but are not limited to):

It is an internal document for the Museum Board. It should be concise and businesslike and accessible to the reader to get the information easily.

It should be reasonably formal, e.g. use of 'It is suggested that...'

The use of 'we' in recommendations is also possible as it is an internal document. The use of 'I' is not appropriate.

An essay-type introduction, conclusion or general style is not appropriate.

Paper 4 (Speaking)

	I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organization
7	Projects the voice appropriately. Pronounces all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with very little hesitation using intonation with some sophistication to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a full range of strategies skilfully to initiate and maintain interaction and to respond to others.	Makes accurate use of an impressive range of vocabulary. Uses varied and highly accurate language patterns. Rephrases skilfully when necessary.	Expresses an impressive range of well-developed complex ideas clearly and fluently. Expands and elaborates with impressive detail. Consistently responds effectively to others, sustaining and extending conversational exchanges effortlessly.
6	Projects the voice appropriately. Pronounces all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with only occasional hesitation using suitable intonation to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a full range of strategies effectively to initiate and maintain interaction and to respond to others.	Makes accurate use of a wide range of vocabulary. Uses varied and accurate language patterns; only minor slips made, which do not impede communication. Rephrases effectively when necessary.	Expresses a wide range of well-developed relevant ideas clearly and fluently. Expands and elaborates in detail. Consistently responds effectively to others, sustaining and extending conversational exchanges.
5	Projects the voice appropriately. Pronounces almost all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with only occasional hesitation using intonation appropriately to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a wide range of strategies to initiate and maintain interaction and to respond to others.	Makes varied and generally appropriate use of vocabulary. Makes use of generally accurate and appropriate language patterns. Self-corrects effectively when necessary.	Expresses a range of relevant ideas clearly and fluently. Most ideas developed and linked. Expands and elaborates appropriately. Responds appropriately to others, sustaining and extending conversational exchanges.
4	Usually projects the voice satisfactorily. Pronounces most sounds/sound clusters and words clearly and accurately; less common words usually comprehensible. Speaks reasonably fluently although with some hesitation in longer utterances. Uses intonation sufficiently to convey meaning.	Uses some features of body language to support communication. Uses a range of appropriate strategies to initiate and maintain interaction and to respond to others.	Makes generally appropriate use of vocabulary. Makes use of generally accurate language patterns. Errors do not generally impede communication. Self corrects when concentrating carefully or when asked to do so.	Expresses some relevant ideas clearly. Most ideas are developed and linked. Elaborates on most contributions appropriately. Generally responds appropriately to others. Sustains most and may extend some conversational exchanges.

	I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organization
3	<p>Poor voice projection may cause difficulties for the listener. Pronounces simple sounds clearly but may have some problems with sound clusters.</p> <p>Less common words may be misunderstood unless supported by contextual meaning.</p> <p>Uses intonation and pacing sufficiently well to be understood by a supportive listener.</p>	<p>Uses some features of body language to support communication.</p> <p>Uses some simple strategies to participate in, and occasionally initiate, interaction mainly by using formulaic expressions.</p>	<p>Usually makes appropriate use of simple vocabulary.</p> <p>Sometimes uses simple language patterns accurately and appropriately. Errors do not usually impede communication.</p> <p>May show some ability to self correct but done inconsistently or only partially successfully.</p>	<p>Expresses some relevant ideas clearly. These may be linked.</p> <p>Responds to some simple questions and may expand on these if asked directly.</p>
2	PRODUCTION MAY BE TOO LIMITED TO ALLOW ACCURATE AWARDING OF HIGHER MARKS			
	<p>Poor voice projection may cause difficulties for listener.</p> <p>Pronounces simple sounds and some sound clusters well enough to be understood most of the time.</p> <p>Produces familiar stretches of language with sufficiently appropriate intonation and pacing to be understood.</p>	<p>Uses restricted features of body language when prompted to respond.</p> <p>Uses some simple formulaic expressions, generally in response to others.</p> <p>Participates briefly in conversation, generally when prompted, but tends to use formulaic expressions to do so.</p>	<p>Makes appropriate use of vocabulary from limited and familiar range, often derived from context.</p> <p>May use some very basic language patterns accurately in brief exchanges. Errors may impede communication.</p> <p>May be unable to self correct.</p>	<p>Attempts to express simple relevant ideas, sometimes successfully.</p> <p>Attempts to expand on some responses briefly.</p> <p>Makes some contribution when prompted.</p>
1	<p>Poor voice projection is likely to be a problem.</p> <p>Pronounces some simple and common words accurately enough to be understood.</p> <p>Uses intonation appropriately in the most familiar of words and phrases.</p> <p>Hesitant speech is likely to be a problem.</p>	<p>Uses restricted features of body language when prompted to respond.</p> <p>Can use only simple and narrowly-restricted formulaic expressions, and only to respond to others.</p>	<p>Makes use of a narrow range of simple vocabulary, sometimes appropriately.</p> <p>Uses a narrow range of language patterns, usually in short and rehearsed utterances. Errors often impede communication.</p>	<p>Occasionally produces brief ideas relevant to the topic.</p> <p>Makes some brief responses when prompted.</p>
0	<p>Does not produce any comprehensible English speech.</p>	<p>Does not use any interactional strategies.</p>	<p>Does not produce recognizable words or sequences.</p>	<p>Does not produce relevant material.</p>